

WILLOW DRIVE ELEMENTARY

26 Willow Drive
Sumter, South Carolina 29150

GRADES K-5 Elementary School

ENROLLMENT 579 Students

PRINCIPAL Mrs. Melissa O'Connor 803-773-5796

SUPERINTENDENT Zona W. Jefferson, PhD 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	14	46	13	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

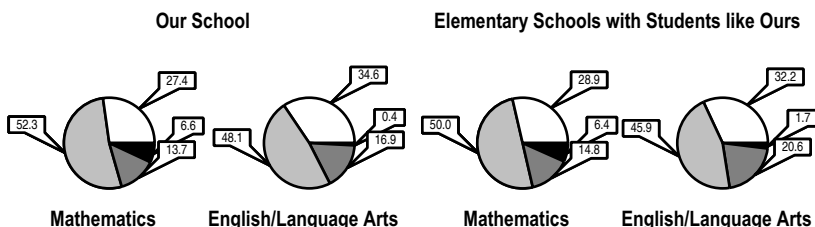
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	149	48
Percent satisfied with learning environment	88.6%	87.2%	74.5%
Percent satisfied with social and physical environment	95.3%	86.9%	62.2%
Percent satisfied with home-school relations	48.8%	91.2%	74.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	276	97.5	34.6	48.1	16.9	0.4	17.3	17.6
Gender								
Male	140	96.4	43.9	40.7	15.4	N/A	15.4	17.6
Female	136	98.5	25.0	55.8	18.3	0.8	19.2	17.6
Racial/Ethnic Group								
White	74	97.3	19.7	54.5	24.2	1.5	25.8	17.6
African-American	196	98.5	40.6	45.1	14.3	N/A	14.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	60.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	214	98.6	33.5	45.2	20.7	0.5	21.3	17.6
Disabled	62	93.5	38.2	58.2	3.6	N/A	3.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	276	97.5	34.6	48.1	16.9	0.4	17.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	276	97.5	34.7	47.9	16.9	0.4	17.4	17.6
Socio-Economic Status								
Subsidized meals	207	97.6	42.2	46.1	11.7	N/A	11.7	17.6
Full-pay meals	69	97.1	12.7	54.0	31.7	1.6	33.3	17.6

Mathematics								
All students	276	96.7	27.4	52.3	13.7	6.6	20.3	15.5
Gender								
Male	140	95.0	29.8	49.6	11.6	9.1	20.7	15.5
Female	136	98.5	25.0	55.0	15.8	4.2	20.0	15.5
Racial/Ethnic Group								
White	74	95.9	12.1	50.0	21.2	16.7	37.9	15.5
African-American	196	97.4	32.9	53.8	10.4	2.9	13.3	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	80.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	214	98.6	20.2	54.8	16.5	8.5	25.0	15.5
Disabled	62	90.3	52.8	43.4	3.8	N/A	3.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	276	96.7	27.4	52.3	13.7	6.6	20.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	276	96.7	27.5	52.1	13.8	6.7	20.4	15.5
Socio-Economic Status								
Subsidized meals	207	96.6	30.9	56.2	9.6	3.4	12.9	15.5
Full-pay meals	69	97.1	17.5	41.3	25.4	15.9	41.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	80	N/A	22.8	44.3	32.9	N/A	32.9
	Grade 4	95	N/A	24.4	45.6	30.0	N/A	30.0
	Grade 5	97	N/A	29.8	59.6	10.6	N/A	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	81	97.5	28.0	38.7	33.3	N/A	33.3
	Grade 4	104	96.2	35.7	51.2	11.9	1.2	13.1
	Grade 5	91	98.9	39.3	53.6	7.1	N/A	7.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	80	N/A	33.8	45.0	18.8	2.5	21.3
	Grade 4	95	N/A	30.8	42.9	19.8	6.6	26.4
	Grade 5	97	N/A	31.2	54.8	8.6	5.4	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	81	96.3	20.3	54.1	16.2	9.5	25.7
	Grade 4	104	97.1	34.1	43.5	17.6	4.7	22.4
	Grade 5	91	96.7	26.8	59.8	7.3	6.1	13.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 579)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.9%	Up from 4.8%	3.2%	2.4%
Attendance rate	96.1%	No change	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.8%	Up from 9.7%	9.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.0%	Down from 11.9%	9.7%	8.0%
Older than usual for grade	3.6%	Up from 2.8%	2.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	44.0%	Up from 42.9%	44.0%	50.0%
Continuing contract teachers	80.0%	Up from 79.6%	84.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.1%	Up from 83.8%	84.6%	86.2%
Teacher attendance rate	92.1%	Down from 92.5%	94.7%	95.3%
Average teacher salary	\$39,390	Up 1.7%	\$39,299	\$39,909
Prof. development days/teacher	21.9 days	Up from 5.0 days	11.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	18.7 to 1	Up from 14.0 to 1	18.1 to 1	18.9 to 1
Prime instructional time	82.3%	Down from 87.7%	89.3%	89.7%
Dollars spent per pupil*	\$5,962	Up 2.5%	\$6,067	\$5,892
Percent spent on teacher salaries*	66.3%	Up from 64.6%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Willow Drive Elementary is known as a friendly, neighborhood school. Most of our students live within walking distance, and we strive to create a warm, family-like atmosphere for our students, parents, and staff members. Our facilities include a beautiful media center, up-to-date computer and science labs, new early childhood and related arts classrooms, and a modern office complex.

Willow Drive serves primarily a lower income population with 75-85% of our students qualifying for free or reduced priced meals. We also have a rather transient population as approximately 30% of our students transfer on a yearly basis. In spite of these challenges, we have been fortunate to experience a modest but steady improvement in our goals of increasing student achievement and improving discipline. We have analyzed our test data and have implemented strategies for improvement to include emphasizing and strengthening the writing program, increasing parent involvement activities, strengthening the language arts program by targeting the specific needs of students, increasing problem solving activities through science and computer lab, Reading Recovery for at-risk first graders, literacy groups in all classrooms, and interventions for students who do not meet academic standards. In addition, we continue to correlate the curriculum to the South Carolina learning standards ensuring that instruction is standards based.

We also involve our students in community service projects such as Jump Rope for Heart, Salvation Army Canned Food Drive, Christmas Cards for Shaw, Pennies for Patients, March of Dimes WalkAmerica, and much more. Our school theme features "Reading Around the World", which involves multiculturalism, reading, writing, and geography. PTA funded murals throughout the school reflect the continents studied and provide a rich physical learning environment.

In closing, be assured the faculty and staff at Willow Drive Elementary school are dedicated to the mission of providing high quality instruction to all children.

Melissa O'Connor, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.